Oral History Center, Bancroft Library, University of California, Berkley

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Abstract

This is a final report on my internship work at the Oral History Center, Bancroft Library at University of California, Berkeley. This internship opportunity was a great fit for me as it offered a great opportunity to apply what I learned during the Master of Management in Library and Information Science (MMLIS) theory into practice. I completed this internship under the direct supervision of David Dunham, Operations Manager of the Oral History Center and after completion of the training working with digitally archived video interview recordings and Oral History Metadata Synchronizer (OHMS) web-based applications. My personal goals and objectives for this internship were as outlined in the Memorandum of Understanding (MOU) and included working in two archives, Rosie the Riveter World War II Home Front and AIDS Epidemic in San Francisco projects. Specifically, I was to perform video segmenting, developing descriptive aids, creating metadata for both, the interview level and for each individual segment, and properly recording the work outcomes and identified issues in related Google spreadsheets. I was able to either fully accomplish or exceed the identified goals and objectives, connect activities to relevant competencies, and describe them in my weekly journal reports. This internship has equipped me with practical skills and experience allowing me to succeed in my future work with digital archives and in the Library and Information Science (LIS) field.

Statement of Purpose

Memo of Understanding (MOU) Goals and Objectives

The Oral History Center (OHC) is located in the Bancroft Library at the University of California in Berkeley (Berkeley Library, n.d.a). The Bancroft Library collection is the primary special collections library at the University of California, Berkeley, and located North-West of the Campanile, a monument and local landmark (Berkeley Library, n.d.b). Its collections include unique materials, manuscripts, and rare books. The Berkeley Library's statement of purpose is, "The UC Berkeley Library connects students and scholars to the world of information and ideas. With a daily commitment to excellence and innovation, we select and create, organize and protect, provide and teach access to resources that are relevant to our campus and pursuits" (Berkeley Library, n.d.b). The OHC is a digital archive of more than 4,000 audio and video interviews in various areas including politics, government, law, arts, business, social and community history, University of California history, science, medicine, and technology. In its mission statement, the OHC, formerly known as the Regional Oral History Office, announces its relation to the Bancroft Library and states that it "documents the history of California, the nation, and the interconnected global arena. OHC produces carefully researched, audio/video-recorded and transcribed oral histories and interpretive historical materials for the widest possible use" (Berkley Library, n.d.c). Both organizations have well aligned missions and a common goal.

The OHC is *via* collected oral histories committed to presenting factual description of the described events. Historians conduct interviews, transcribe, and after review and approval of interviewees, archival professionals print and bound these interviews, add context (e.g., photographs, articles, newspaper clips, etc.), make copies for online archive, create related

metadata and finding aids, and ensure these interviews are discoverable on the Internet. Interviews collected in the OHC sum up to thousands of hours. My internship was with the OHC. Interns are essential for the OHC as processing of the video interviews is a demanding, laborious, and time-consuming task. Some digital collections include interviews recorded almost 30 years ago and include articles related to the project (Litoff & Smith, 2002; Kaufman, 2002). With the help from interns, these interviews will become available to the public and scholars in the near future. Even a small roadblock delays further the time when a particular record becomes discoverable. Having interest in World War II, I was instantly attracted to the OHC's Rosie the Riveter World War II Home Front Project, which contains oral history interviews recounting interviewees' experiences during the War (Berkeley Library, n.d.d). The Rosie the Riveter World War II American Home Front archive includes over 250 interviews of people of various backgrounds and ethnicity discussing how the war changed their views, affected their post-war perspectives on life, work, education, and affected many other decisions in their lives.

When the OHC's site supervisor Mr. Dunham asked if anyone would be interested to volunteer and work on the AIDS Epidemic San Francisco project, I stepped forward. I have a background in health and medical sciences and this collection includes interviews with medical professionals, physicians, nurses, and infection control practitioners. The AIDS archive collects interviews conducted between 1992 and 1996 and related to the early years (1981-1984) of the epidemic. The focus of this digital collection is how the AIDS-relevant decisions related to health, public, and social and political levels were made at that time (Berkeley Library, n.d.e).

By accepting this internship, I felt I could satisfy my passion for knowledge at the same time help the OHS to come one-step closer to their ultimate goal to see all interviews published and publicly accessible online to all interested in the archives' topics.

MOU Goal/Objective

My first goal stated as follows, "Complying with the OHC's administrative policies, procedures, rules, and regulations. Working remotely, arranging for his/her own Internet connection and laptop. Attending meetings and training reliably, and letting the site supervisor know in advance if unable to attend." Supervisor and I together established this goal. The site supervisor shared with me links to policies and other related documents and asked to notify if unable to attend team meetings. I familiarized myself with all procedural documents. Since I attended all meetings and on time, there was no need for me to send an advanced notice. As a part of the onboarding process, I developed the work schedule, drafted an MOU, and discussed both documents with the supervisor. In the MOU, I made a recommendation to correct from working on site to working remotely language and being responsible for my own technology.

MOU Goal/Objective

My second goal stated, "Reviewing reference and Oral History Metadata Synchronizer (OHMS) training materials." As this goal was about the OHC's custom-made metadata principles, the site supervisor set the goal. Before the first meeting, I familiarized myself with documents related to metadata synchronizer web-based application, metadata creation, organization, and tagging, steps required to ensure the access to interview recordings are uniform and discoverable by researchers and the public (Boyd et al, 2014; OHMS, 2020).

MOU Goal/Objective

My third goal read, "Updating the Librarian Hours Log every Monday by submitting the hours worked that week, a summary of activities and any questions needing attention." The site supervisor set this goal. By Monday evening every week, I logged the hours worked. I also included detailed descriptions of the activities completed during each internship workweek. As

the majority of the interviews were about 30-years old and followed older protocols for

transcribing and editing, I found pieces that due to political and/or social reasons at that time did

not make it to final transcripts. Some of this information related to LGBTQ people and AIDS

epidemic though sensitive presents research and historical significance. Therefore, I identified

these pieces for the OHC staff to recover them. (Though some of the interviewees have since

passed away, the historian who conducted these interviews is available.)

MOU goal/objective

My fourth goal stated, working under the direct supervision of the site supervisor,

"Fulfilling weekly tasks in a timely manner with appropriate care and attentiveness and

requesting guidance, clarification, and further training promptly when needed." My supervisor

and I created this goal collaboratively. I completed my work attentively and on time. I also

ensured to seek guidance as soon as I encountered a problem. For example, I identified that one

of the videos was producing an error message and reported my observations to the site

supervisor. He confirmed there was a problem and later was able to re-upload the video.

MOU goal/objective

My fifth goal read, "Performing OHMS segmenting, titling, key wording metadata tasks

per the OHC's guidelines and reviewing and updating related OHC metadata spreadsheet with

OHMS updates." My supervisor and I created this goal collaboratively. By the end of the

internship, I was proficient with processing videos, synchronizing videos to transcripts,

completing the level-2 segmenting, identifying keywords and subjects, and creating metadata

and descriptive aids for both the interview-level and each identified video segment. As I was first

working on this project, my supervisor asked me to create a master list of keywords for the AIDS

Epidemic in San Francisco project. I suggested using the controlled vocabulary and subject

headings of the Library of Congress (LC) (n.d.). I explored the LC's subject headings to include all approved keywords for the same word or phrase.

MOU goal/objective

The sixth goal stated, "Compiling a final written report with detailed documentation of specific activities, and of related learning outcomes and experiences achieved during this internship." Supervisor and I developed this goal together. This goal was easy to achieve because I completed weekly activities reports in the Google spreadsheets and journal papers in Moodle.

Evidence for the MOU Goals and Objectives

During my internship, I demonstrated a variety of competencies essential for the work in the Library and Information Science (LIS) field. These included personal/interpersonal (leadership, communication, and learning and innovation), library management (laws, policies, and procedures, organization of recorded knowledge and information, community relations, and project management), and library collection (cataloging, preservation, digital resources technology, E-resource management, and systems and IT) competencies. The following evidence for the MOU objectives support these developed competencies.

The first four MOU objectives, specifically complying with the OHC's administrative policies, procedures, rules, and regulations, drafting the MOU, reviewing reference and OHMS training materials, submitting hours worked and summary of activities and fulfilling tasks in a timely manner draw upon competencies in personal/interpersonal and library management categories. Evidence for the MOU's objective one included following organizational directions, forward- and critical thinking, taking initiative, effective communication, learning and innovation, and adaptation to change as essential in the LIS field. Gutsche and Hough (2014) believe those possessing critical thinking and problem-solving abilities are capable to "embrace ongoing change and are focused not only on the present, but also on the future" (p. 12). Other

evidence for the first objective was evaluating the mission and vision of the Bancroft Library. This allowed me to align my work accordingly and demonstrated my support of the overarching library's directions. Taking an initiative, drafting the MOU, and taking on a new project not only served as additional evidence for the first MOU objective, but also allowed me to express the qualities of a leader and established myself as a thinking-forward individual. I also showed the knowledge of agreement-related principles, including naming parties, roles and responsibilities for all (p. 28). Appropriate and professional communication using a variety of methods is the "the center of organizational effectiveness" (Gutsche & Hough, 2014, p. 8). By effectively communicating with the site and internship program supervisors, OHC staff, and other interns, I demonstrated good practices and timely communication skills. These also served as evidence for the MOU's third objective as were to communicate activities and areas needing attention.

By realizing that I could use my education background in health sciences to volunteer working on the AIDS project, I demonstrated leadership competencies as well as evidence for the MOU's fourth (fulfilling weekly tasks) objective. Combining strengths of the team members "to accomplish a common goal," taking initiatives, and seeking new challenges are several of the essential leadership qualities (p. 11). By my willingness to revise my working hours and responsibilities and accepting new challenges with enthusiasm, I demonstrated my ability to adapt to change effectively as well as provided evidence for the MOU's third and fourth (related to the hours of work and fulfilling weekly tasks) objectives. By sharing with others the tips on how to work more efficiently in the OHMS, leading by example, and exceeding goals, I helped to motivate others and thus demonstrated leadership competencies. These were also evidence to support the MOU's fourth (requesting clarification) objective.

By participating in conferences during the internship, in the USC Marshall School of Business' (2021) Artificial Intelligence Management workshop and conference, Saskatchewan Library Association (2021), and Manitoba and Saskatchewan Library associations *Libraries: Better Together* (2021) conference, I demonstrated my commitment to continuous learning and embracing new innovative approaches. By continuously building relationships with academic, public, and special types of libraries during the internship, I demonstrated my willingness to work with the communities with the purpose to "maximize impact" of the libraries' services for the good of the public (Gutsche & Hough, 2014, p. 24). These were also additional evidence for the MOU's first (attending meetings and training) and fourth (requesting…further training) objectives as many attended sessions were helpful in my work.

According to Gutsche and Hough (2014), "effective project management involves managing people, resources and time" (p. 33). By carefully monitoring my own performance, meeting qualitative and quantitative deliverables, and double-checking my own work, I not only demonstrated the project management competencies, but also collected evidence supporting the MOU's third (fulfilling weekly tasks in a timely manner) and fifth (performing work) objectives.

My fifth MOU goal, related to metadata and descriptor development, draws upon competencies from the library collection category. By learning about the time of the evidence's collection and interaction of individual pieces (e.g., cultural, historical, political, social and personal) with one another, I helped to connect the dots and fill in gaps and thus demonstrated critical thinking abilities. When I developed proper descriptors and finding aids, I increased these materials' discoverability on the Internet. By organizing the recorded information, I exhibited core competencies for a library professional as outlined by the American Library Association (2009). According to Gutsche and Hough (2014), preservation includes a variety of activities

beginning with treatment of materials, digitizing print sources, as well as archiving these records. Library professionals need to know the appropriate preservation techniques and be able to apply the acquired skills in their work (p. 22). By following video archiving policies and processes, I ensured a proper preservation of digital interview recordings. According to Gutsche and Hough (2014), libraries need to preserve not only print but also digital resources (p. 22). Moreover, identifying "item-level metadata" and "description and finding aids" as one of the essential library collection competency (p. 23). By following the structure and relationships in the OHMS and applying the Library of Congress and OHC standards, I demonstrated cataloging competencies. Cataloging skills are essential to ensure the library users are able to find the materials they seek (Gutsche & Hough, 2014, p. 15). When I applied metadata schemas that were appropriate to the digital file formats and included proper descriptors, I demonstrated digital resources technology competencies and ensured the files are easily accessible and discoverable by the public and scholars. According to Gutsche & Hough (2014), "a host of new skills and knowledge emerge" in LIS field (p. 19). These were all evidence supporting the fifth objective.

The following is additional evidence to support the fifth MOU's objective. Library professionals need to have a deep understanding of the collection's history and its significance to the community and scholars when maintaining the collection (Gutsche & Hough, 2014, p. 23). The LIS field calls for a new set of skills, as many library resources are now digital. Such digital skills required "for creating or selecting, organizing, managing and providing access to these digital resources" (p. 19). Understanding of the collection's value by designing detailed metadata, descriptors, and funding aids, and making the archived digital material discoverable are one of the top library professionals' competencies (2014, p. 23). By linking a historically

relevant manuscript contacting articles and biographies to the collection, thus adding a context to the evidence, I demonstrated the competency related to preservation of materials.

Technology competencies that I have demonstrated during the internship may serve as evidence for the MOU's fourth (weekly tasks) and fifth (performing metadata-related work) objectives. According to Gutsche and Hough (2014), computer technologies and platforms are "among the main attractions that bring people into the library" and everyone in the library needs to be able to troubleshoot and install computer equipment, to run the library in an efficient way. By troubleshooting, identifying, and correcting issues with my printing equipment, I demonstrated competencies related to installation, configuration, and maintenance of printing and scanning systems and equipment. By identifying and correcting issues with video recordings and reporting these issues to IT, I demonstrated related public access technology competencies. By creating the Extensible Markup Language (XML) schema for the Open Archive Initiative (OAI) so these records could become discoverable by scholars and the public, I demonstrated working knowledge of XML schema and OAI. When I successfully created Word and Excel documents and used its features (e.g., track changes, page formatting, page margins, and footnotes) and spreadsheets, I demonstrated advanced proficiency working with word and spreadsheet processing programs. I applied filters, created edits, and exported data, etc., functions identified by Gutsche and Hough (2014) as required for competent library and information science (LIS) professionals (p. 73). In addition, I was efficient using Web-based applications (Google Drive, Google Apps) and Email program. These competencies identified by Gutsche and Hough (2014) as required for accomplished LIS professionals (p. 71). By using thoughtful metadata and Web-based schema allowing efficient information finding and retrieval, I demonstrated library collection competencies required for the work with the LIS digital

resources technology and e-resource management. Gutsche and Hough (2014) believe that the "clarity of communication between IT experts and all library staff as important as sound management of technology projects" and demonstration of "problem-solving, critical thinking and time management skills" related to technology competencies (p. 60). By communicating technical information in a way that recipients of my message understood it, I demonstrated general IT competencies. According to Gutsche and Hough (2014), metadata schemes are important in the discoverability of electronic resources, for "streamlined access to library e-resources" (p. 22). By creating source-appropriate metadata, I demonstrated E-resource management competency.

The sixth MOU goal included a compiling of a final report with detailed documentation of specific activities, and of related learning outcomes and experiences achieved during this internship. The present report fulfils this MOU's deliverable. To summarize, the developed during the internship competencies and skills have contributed to successful accomplishment of all identified in the MOU goals and objectives.

Importance of the MOU Goals and Objectives

The fifth MOU goal, related to metadata and descriptors development for online archive, is especially important in the LIS field, as it helps to achieve the ultimate American Library Association's mission to provide access to information including to digital resources (ALA, 2018). With the libraries and entire world moving online, this expands and opens information to all. On another hand, this creates access barriers to those without broadband Internet, insufficient knowledge, or lacking digital information skills, contributing to the "digital divide" in society (para 8). Libraries open their doors and offer free Internet to the public. When libraries shut down during the COVID-19 pandemic, many of them transmitted free Wi-Fi signals to the outside or landed mobile hotspots for students to study from home. Once the pandemic is over,

there is a possibility that remote learning remains a primary choice for many. Remote learning provides the unique opportunity to access larger information repositories around the globe from the comfort of their own home. My contribution during this internship was to ensure the designed metadata and descriptors make it easier for all to find the resources of interest.

The ultimate goal of the MOU was, using the OHMS web-based application, to gain an understanding of the OHC's method of metadata creation, organization, and tagging, in order to make them more accessible to researchers and the interested public. Therefore, I participated in all training sessions, practiced, and used self-education techniques to master my skills. When I was creating keywords, subject headings, and other descriptors, I ensured to include both the medical used by medical professionals and the general terminology used by the public. Working on the older (approximately 30 years old) videos was the most challenging part. First, these tapes included background noise making the hearing hard at times. Second, I found these older transcripts heavy edited making it hard to follow at times. These edits included parts in the text that were missing due to the sensitive language and/or topic (e.g., related to marginalized groups) or re-arranged. Third, I was unable to access one interview due to a technical error in the system.

During my internship, I have mastered practical skills and gained invaluable knowledge about digital archives, oral histories, and metadata creation. I will apply these skills and knowledge broadly in the LIS field.

Conclusion

My main objective for the internship was to make the digital oral histories archives (the Rosie the Riveter World War II Home Front and AIDS Epidemic in San Francisco) accessible to the public and scholars. To achieve the main objective, my supervisor and I developed six goals, specifically, to follow the Oral History Center's policies and procedures, reference and Oral

History Metadata Synchronizer, submit hours worked and activities completed, fulfilling weekly

tasks in a timely manner, performing metadata and segmenting for video interviews, and

compiling a final report of learning outcomes and experiences. Having the goals/objectives

clearly outlined in the Memorandum of Understanding (MOU) helped to have a reference

document to go back to on a weekly basis. MOU is a great document answering 5W +H (who,

where, what, when, why, and how) questions. It identifies roles and responsibilities for the

parties to the agreement. Tying the completed weekly activities to the library competencies was a

useful exercise helping to meet all the identified goals and objectives.

> I completed the entire internship remotely. However, I did not feel I was on my own.

There were five other interns and we held weekly Zoom meetings with the site supervisor Mr.

Dunham and sometimes his assistant who also joined the meetings. We all worked in shared

Google spreadsheets and could see activities and questions recorded by each of us as well as the

feedback left for each of us by the site supervisor. Though each of us had individual work, the

ability to meet as a team, discuss challenges, and share tips was a great exercise. We most likely

will be working in teams once in the LIS field and working in teams is a useful experience.

> Arising challenges (mainly related to the older audio and video recordings) served as

great opportunities to learn. These challenges and opportunities mirrored situations occurring in

a real Library and Information Science (LIS) field, therefore, preparing me for the real-life

situations. I needed to examine carefully the language used and situations described in the

interviews against what is currently acceptable in the society, a skill I will be using in my

everyday work in the LIS field. I was first working with segmenting videos, creating metadata

and descriptors for the AIDS Epidemic in San Francisco digital archive. As a result, I had the

honor to develop a master list for keywords. I opted out for the controlled vocabulary and used the Library of Congress Subject Headings as my guide.

My internship experience with the Oral History Center, Bancroft Library in San Francisco, Berkley was one of a kind opportunity. The Bancroft Library is one of the largest libraries of manuscripts, unique resources, and rare books in the United States. Its Oral History Center includes more than 4,000 interviews on a large variety of topics and welcomes interns from other universities. The Center offers in-depth training and allows engaging with historical materials. I would highly recommend considering the Oral History Center and the Bancroft Library as an internship placement.

Thanks to the detailed and thoughtful construction of the Internship and Information Management by Dr. Miller, I was not only able to either fully accomplish or exceed the identified goals and objectives, but to do so in a highly-organized and well-controlled environment. I found weekly reports to be especially helpful. Though it seemed like more work at the end of the week, these reports allowed me to connect activities to relevant competencies as I was going through the course. As a result, these weekly reports helped me to save the time at the end of the course as they included the information I needed for my final report. Ultimately, the course's structure led to my success in the internship work itself and in the course overall. To summarize, this internship course has equipped me with the practical skills and experience allowing me to succeed in my future work with digital archives and in the Library and Information Science field.

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